

Bulletin

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THE MATURE READER

By David H. Russell
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Berkeley, California

This year the journal *Childhood Education*, published by the Association for Childhood Education International, has as its theme "Toward Maturity." This is such a good theme and so many readers of this *Bulletin* also see the other journal that I thought a few ideas about "The Mature Reader" would be of interest to the members of the International Council.

The mature reader exists at all school levels. The Committee on Reading of the National Society for the Study of Education stated that children go through some six stages in their reading development, the fifth of which was called the "low-maturity stage", typically occurring in grades four to six. But the committee also suggested that the concept of maturity in reading and related abilities applies at all school levels.

The child must be mature enough to pass from the readiness to the initial reading stage. About the fourth grade he must be mature enough to appreciate the ideas in stories of "the long-ago and faraway." At the eighth grade level he must be mature enough to draw information from several different sources, possibly conflicting, and collate them into a unified oral or written report. At every grade level the teacher finds immature and mature children, and therefore immature and mature readers.

Because the teacher must work with children who differ greatly in maturity, very different materials and methods are found in the reading program of one class. Providing for these different levels and needs is the No. 1 problem of every classroom teacher. But no matter how diverse the group or how widely scattered the

class, the teacher aims to help each child along the path to reading maturity.

Some have farther to travel along the path than others. Some can travel a steeper reading path than others. Some have stones or blocks which make the path rough for them. But all can be helped toward the beckoning, four-square goal of mature reading near the end of the trail.

I. The Mature Reader Is The Understanding Reader.

In first grade, fifth grade or tenth grade the mature reader is one who can incorporate symbols into his total experience. The one-line sentence or the long chapter have reality for him because he understands the ideas back of them. Given the opportunity, he reflects on these ideas and accepts or rejects them. They thus become a part of his thinking and probably of his other behavior.

At no school level, whether first or fifth or tenth grade, can the teacher take for granted that the child understands the concepts contained in printed material. Even in the primers and first readers of a basic reading program, centered in child life, family

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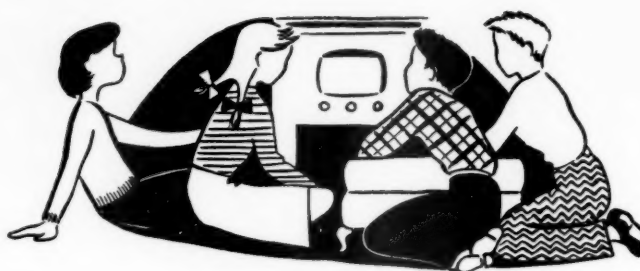
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Recommendations and manuscripts for

the Bulletin should be sent to the Editor, Nancy Larrick, Young America Magazines, Silver Spring, Maryland.



CHALLENGE TO READING

About six weeks ago, the television industry startled the nation by its full-page advertising campaign. The argument was that parents should provide their children with television at home if the children were to become happy, well-adjusted individuals. Tear-jerker copy quoted Angelo Patri as saying, "Youngsters need television for their morale as much as they need fresh air and sunshine for their health. . . ."

The outcry was instantaneous. From parents and educators came strong objection. From the advertising industry came violent protest against this high-pressure technique.

As a result the slant was changed in subsequent ads, and the much-quoted child psychologist is reported to have returned his fee in belated protest.

For all of us concerned with children and the communication arts, the incident has deep significance. It has put a national spotlight on the terrific pressures being exerted on our children by competing forms of communication. Television, radio, movies, comic books and the rest crowd in on each child with appalling force.

Those of us concerned with reading have an increased problem and responsibility as a result. We still have the task of developing reading skills so that children can recognize words and comprehend them in context. But that is not enough. We have the further responsibility of developing these skills in an atmosphere that will create a love of reading that will endure.

We have the responsibility of using reading materials that are appealing to the child, materials that deal with the child's interests and that challenge him to explore still further. Finally we have the responsibility of helping the child develop a healthy personality through the atmosphere in which he reads and the procedures that are part of the learning process.

Nancy Larrick
Editor, I.C.I.R.I. Bulletin

HOW CAN WE USE GROUPING EFFECTIVELY WITHIN A CLASSROOM?

By Gertrude Whipple
Reading Director
Detroit Public Schools

If all the children in our classes are to experience success, we must suit the learning activities to the capabilities and needs of the individual. Occasionally this can be done while working with a large class group, but much more often it is necessary to reduce the range of individual differences by grouping the children. Grouping sets the stage for adjusting the teaching methods and materials to the child to his reading abilities, interests, attitudes, personal needs, and needs for specific instruction.

How to group. Grouping is most wisely done when it seems casual on the part of the teacher. For example, rather than saying, "You children are poor readers who need special practice," the teacher might say, "Let's get together to enjoy the pictures and stories in this interesting book."

Bases for grouping. There are many different bases on which to group the children. The one we choose at any time depends upon the job to be accomplished. To improve comprehension and interpretation, children can best be classified according to their present ability in comprehension. If we want to overcome some special weakness such as failure to use context clues in word recognition or inability to use the dictionary, we will treat all the children who need the training as a single group, and the remainder of the class as another. To enrich the children's reading experiences, we might form five or more groups of different interests and reading capacities. For related activities, such as drawing, art, construction, and dramatics, the grouping might be done according to friendship patterns.

So the number of groups varies with the job, the range of reading abilities, the children's needs, and our engineering abilities. But the grouping is always tentative. A pupil is moved from one group to another as his achievement or deficiency warrants the transfer. Also, many groups are formed for temporary purposes. Children disband after accomplishing their purpose.

Need of adjustment. Let us remember that

we cannot trust to grouping alone to meet the child's needs. Grouping merely makes it easier for us to think of the child as an individual. After groups are formed, we must see to it that we adapt instruction to the group and to each individual. Especially must we provide the group with suitable reading materials. In fact, even more important than the arrangement of the children in groups are the types of group activities that follow.

Grouping for oral reading. As a means of encouraging oral reading for appreciation, the class may form groups according to oral-reading ability and prepare for a sharing period. After study, one group may present a story in parts before the class. Another group may dramatize a story or play reading separate parts. Another may present a "movie" of a story, displaying illustrative scenes as they read aloud. Still another, including a shy child, might make lantern slides and read and present these in a dark room.

Grouping for silent reading. As low as the third grade, the teacher may arrange groups for research reading. She may place on the board a list of topics with their accompanying sets of questions. The class may be divided into five or six groups, each to work on a different topic. For illustration, in a class reading about the Eskimos of the Far North, one group investigated the hunting of polar bears and was guided by such questions as

How does the polar bear live?

Does it sleep all winter as some bears do?

How does the Eskimo use his dogs to trail the polar bear?

Why is this dangerous hunting?

How does the Eskimo kill the bear?

How does he take it home?

How do Eskimos use the meat and skin of the bear?

Continued on next page.

READING IS FUN

Reading Is Fun by Roma Gans is a favorite booklet for parents and teachers. Published by the Bureau of Publications, Teachers College, Columbia University, New York 27, 1949. 60c.

Certainly reading this booklet is fun! It is jam-packed with practical suggestions told in the anecdotal style for which Dr. Gans is famous. An excellent booklet for parents who are worried about their children's reading.

GROUPING (Continued)

A group of good workers may be given the hardest topic. When a group reports, the children may sit in chairs placed in a semi-circle facing the class. The less able pupils may tell what they can about the subject. Later the more capable pupils may fill in the missing ideas and draw important inferences. Following each group report, members of the class may volunteer questions and make corrections and additions.

Grouping for integrated activities. After class discussion and planning, the children may choose the project on which they might like to work. One group may undertake to gather and organize material for a scrapbook on the reading theme, another group to prepare a table exhibit of books, pictures, and models, another to make a frieze or a pictorial map or a book of written reports. The group gets together and carries out its project and then presents it to the class.

Children will often work better in such a social group if standards are built up ahead of time. An example is:

When We Work Together

We think out our problem.

We plan carefully.

We do not waste time.

We carry our job through to completion.

We share our tools.

We try to help one another.

We try to be open minded to new ideas.

We clean up after finishing our job.

Grouping for individualized training. An-

other type of group activity involves pairing retarded children (those who are not reading up to their capacities) with capable children who quickly complete their work. The helper is not only a superior reader but an understanding, patient child. He is a good citizen who learns to help others. The teacher chooses reading material of the right degree of difficulty and trains the helper in some simple teaching procedure, such as:

Ask the child to study the pictures and read a page silently.

Ask him a comprehension question.

Help him on any words he does not know; record these in a notebook as material for future practice.

Hear the page read aloud.

Give special practice on the words that give difficulty.

The teacher herself often talks with the remedial pupil to estimate his progress, obtain his suggestions as to his own needs, and suggest further procedures for the helper to use. Such help is, of course, additional to the child's regular class activities and opportunities for library reading.

Key ideas. In summary we cannot assume that all children in a class are ready for the same kind of reading activities. We must break the class up into subgroups. This must be done tactfully so that no child will feel singled out as a poor reader. We should use many different bases for grouping according to our teaching purposes. But the grouping will be of value only if we adapt our instruction to the group and each individual.

NEW CHILDREN'S BOOKS TO WATCH FOR AND TRY OUT

Landmark Books published by Random House are books to watch for and try out. Here renowned authors and illustrators retell great events in American history with real color and excitement. The series includes such titles as *The Landing of the Pilgrims* written and illustrated by James Daugherty, *Paul Revere and the Minute Men* by Dorothy Canfield Fisher, and *The Wright Brothers* by Quentin Reynolds. Each volume has 192 pages, is illustrated in two colors, and costs \$1.50.

Born to Trot by Marguerite Henry. Rand McNally, 1950. \$2.75. Another horse story with a strong basis of fact by the author of *Misty of Chincoteague*, *Sea Star*, and *King of the Wind*. Beautifully illustrated by Wesley Dennis.

The Two Reds by Will Lipkind. Harcourt,

Brace, 1950. \$2. How a city boy and a city cat became friends. Brilliant art work and a gay tale.

If I Ran the Zoo by Dr. Seuss. Random House, 1950. \$2.00. A nonsense book in verse about a new kind of zoo with animals such as no one has ever seen.

Elmer and the Dragon by Ruth Stiles Gannett. Random House, 1950. \$2.00. This story continues the tale of Elmer who first appeared in *My Father's Dragon*. Elmer and his baby dragon are forced down on an island inhabited solely by canaries. A real delight.

In Fields and Woods by Margaret Waring Buck. Abingdon-Cokesbury, 1950. Paper covers, \$1.75. Information for beginning naturalists beautifully illustrated. Grouped by seasons and habitat.

CHILDREN'S BOOKS TOO GOOD TO MISS

By Phyllis Fenner
Librarian, Plandome Road School
Manhasset, New York

(A few new books to watch are
listed on page 4. -- Editor)

Thousands of books have been published for young people. Many of them are very good books, indeed. But only a few of them are books that would make you poorer if you didn't know them. These are a few of the books I think you should know *now* and forever more.

MILLIONS OF CATS. Wanda Gag. Coward-McCann.

When the old woman asked for a cat, little did she know the old man would find "hundreds of cats, millions and billions and trillions" of them. Even the very youngest will like this story.

MIKE MULLIGAN AND HIS STEAM SHOVEL. Virginia Burton, Houghton, Mifflin.

Mary Ann, the steam shovel, is so real many people think of her as a real person. It is a priceless story for little people.

CURIOUS GEORGE GETS A JOB. H.A. Rey
Houghton, Mifflin.

Children of all ages will love and laugh at the antics of that curious monkey, George, whose curiosity got him into all kinds of trouble.

SQUIRRELY OF WILLOW HILL. Berta and Elmer Hader,, Macmillan.

This is a true story of a little squirrel who was taken in by kindly people and treated as a royal guest. Even a tree was set up in the guest room for his pleasure. The pictures are soft and colorful.

MAGIC MONEY. Ann Nolan Clark. Pictures by Leo Politi. Viking.

A little Costa Rican boy longs for money to buy his grandfather some white oxen. How he tried to earn it, his pleasures and discouragements make this a beautifully told story with a happy ending.

THE STORY OF DOCTOR DOOLITTLE. High Lofting. J.P. Lippincott Co.

People from eight to eighty will love the story of this incomparable doctor who understood the language of animals and the exciting adventures he has with his animal friends.



THE GOOD MASTER. Kate Seredy. Viking.

From the minute Kate arrived at her uncle's, there was excitement. Every chapter has an adventure. A book to reread many times.

HOMER PRICE. Robert McCloskey. Viking.

These six stories about the boy, Homer, will tickle you to death. The most priceless story is about the doughnut machine.

MR. POPPER'S PENGUINS. Florence and Richard Atwater. Little, Brown Co.

When Mr. Popper received the penguin for a present, excitement really began in the Popper household. Trouble began too. Don't miss this story.

TALES FROM GRIMM. Wanda Gag. Coward-McCann.

Maybe you've read Grimm's Fairy Tales, but if you haven't read this particular telling of them, you have missed the best.

LONE COWBOY. Will James. Charles Scribner Co.

This story of Will James' own life is more exciting than any of the stories he made up. For folks from 12 and up.

*These are My Favorite Books For All Time--
Have You Read Them?*

STREET OF LITTLE SHOPS. Margery Bianco.
Doubleday

Little stories about little stores in a little town. You'll love Mr. A and Mr. P, Mr. Muddle with the large heart, and all the rest.

WIND IN THE WILLOWS. Kenneth Grahame.
Charles Scribner Co.

The mole, water rat, badger, and vain Mr. Toad of Toad Hill, have a wonderful time along the river and in the forest. If you are shipwrecked on a desert island, do see to it that you have this book along. You won't need any other.

ROLLER SKATES. Ruth Sawyer. Viking Press.

Lucinda skated her way around New York in this tenth year of her life. A beautiful, beautiful story of people and New York in 1890.

THE QUESTION BOX

By A. J. Pellettieri
Mississippi Southern College
Hattiesburg, Mississippi

Q When does the school's responsibility for reading begin?

A. Leading authorities and much research show that the atmosphere and conditions for reading antecede the enrollment of a child in school. Those who follow this view feel the school's responsibility should begin long before age six. We find that some schools provide kindergarten and primer classes as stepping stones to first grade. Many localities made neither provision because of lack of funds or lack of educational leadership.

Q What general examinations should pre-school children get prior to reading instruction?

A. When preschool training is available, little additional responsibility may be assumed or thought about. Some schools give health examinations to each child. This should include

1. General observation posture, appearance, walk, skin condition, height, weight.
2. Teeth and condition of gums.
3. Eyes, pathological, visual skills, near and far.
4. Hearing.

Various degrees of follow up procedures may be part of the service. On-the-spot consultation with parents is frequently very effective if done immediately after the examination is completed.

Q When parents ask about reading and intelligence scores, should this information be given?

A. Parents need to understand the close relationship between reading and intelligence. They need to know that children differ in abilities and that equal efforts in reading by children will not produce identical results. They need to know, too, that both reading and intelligence scores can change with richer experience.

As parents understand these things, they will be less likely to push their children or pressure school officials into side-stepping sound administrative policies regarding promotions, entrance age, and formal reading instruction.

Q Is it advisable to give children reading readiness, psychological and other tests?

A. Yes. Such tests give significant clues to the child's behavior, intelligence, and aptitudes. Taken with the teacher's observation and personal acquaintance with the child, these findings may be an important guide in school and at home. Such tests cannot be considered as diagnostic, however. They can give clues, but the teacher must make the final diagnosis.

Q What part can the home and school play in providing for reading readiness?

A. There should be preschool diagnosis to show limitations or capabilities of children. Then proper steps may be taken at home and school to aid the child before he enters school.

Postponement of enrollment in school may well be recommended for part or all of one year for some children. Some may be treated for physical disabilities; others may be provided with experiences to aid them in becoming adjusted to life at school.

Parents should be briefed about the examination results and the things they can do for the child at home and away from home.

Q At the close of the year, my first grade class showed marked, unequal development in reading. Is this typical?

A. Yes it is. Let me cite a study I have just completed.

Thirty-eight first grade children were evaluated for vision, hearing, and reading readiness, vocabulary, motor, several simple color and problem solving skills. Six of them were classified on the primer level, nine were classed as top second and third grade, the remainder ranged between the two extremes. Two of the oldest children were classed in the primer group.

Research shows that the educative process should precede school enrollment and that evaluative steps should be started early. If this is done, a better orientation of parent-child school to schooling and reading will be secured. Effective reading cannot start without efficient orientation.

SEND YOUR QUESTIONS to be answered in the next issue of the ICIRI bulletin. Address questions to the editor, Nancy Larrick, Care of Young America Magazines, Silver Spring, Maryland.

RECENT RESEARCH ON READING IN THE SECONDARY SCHOOLS

By Gertrude H. Williams
Chairman, Research Committee

(This is the second of a series of three reports on recent research in which a limited number of reading instructional problems on the elementary, secondary, and college levels are considered, respectively. The next section of this report to appear in the March issue of the ICIRI Bulletin, will review some of those 1950 research studies concerned with fundamental reading situations on the college level. Limited space will permit only summary statements of the secondary-level studies included in this report.)

Bibliotherapy

Russell and Shrodes (7) conducted a survey of the literature to determine the significance of the hypothesis that reading can have a dynamic effect upon the attitudes and emotional adjustment of a given individual. Although their investigation covered both the elementary and secondary levels, only the latter will be considered in this summary.

In one instance, they referred to a study made by Meckel, who attempted to explore the effects of specific novel reading on a group of tenth grade pupils. Meckel concluded that the therapeutic effect of a novel that deals with the identical "tensions and anxieties" possessing the individual reading it, is negative. The study supplied added evidence to the effect that these apprehensions, if deep-rooted, "may tend to repress and to block the desired response to the very situations and ideas having therapeutic value."

However, some evidence of the positive effects of bibliotherapy was presented. Among the implications listed for research and practice, the following are significant:

- (1) The need for validating the experimental procedures for bibliotherapy.
- (2) The recognition of the reading level of a given individual when using bibliotherapy to avoid further frustration.
- (3) Knowledge of the relative values of fictional and non-fictional materials in a program of bibliotherapy.
- (4) Understanding of the possible diagnostic value of excerpts from literature in the analysis of personality.

- (5) The importance of special training when dealing with individuals outside the "normal" range of emotional adjustment.

Reading Diagnosis

Hunt and Sheldon (3) offer significant data from a study made of the reading abilities of nineteen good and nineteen disabled readers on the ninth grade level. They found that the good and poor readers differed significantly as to mean performance, not only on the reading tests administered, but also on a test that measured intelligence. Another important finding was that, according to the results of the *Progressive Reading Test*, the achieving ninth-grade readers had an average reading ability at the 12.0 grade level, while the average score for the poor readers placed their performance at the 7.5 grade level. The educational implication of this study points toward a differentiated reading program in which instruction begins "where the learner is."

Nolan (6) believes that a realistic approach to the reading problems on the secondary level can be made by utilizing the case study approach. In her analytic study, she recommends the diagnosis of reading and other learning problems in terms of the visual, auditory, and kinaesthetic potentialities of reading disability cases. A number of tests, useful for this type of diagnosis, have been carefully analyzed in terms of visual, auditory, and kinaesthetic factor.

Critical Reading

The difficulties to be encountered in the construction of more valid reading tests are pointed out by Husbands and Shores (4) in a review of a series of studies pertaining to the problems involved in certain basic issues which may determine the constancy of good reading performance in the content fields, the relation of rate and comprehension to purposive reading, the relational factors involved in thinking and reading, and the application to new problem situations of ideas obtained through reading. From the evidence secured, the investigators drew significant conclusions: (1) They believe that the findings support the hypothesis of specialized reading abilities rather than a general reading ability. (2) The results of the review of research indicate that a given individual has more than one rate of reading, highly dependent on the purpose for which he is reading.

Readability

Lorge and Kruglov (5) carried on a study with a group of eighth and ninth grade

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PRACTICAL HELPS IN READING FOR ELEMENTARY SCHOOL TEACHERS

By Margaret B. Parke
Division of Curriculum Research
New York City Board of Education

I. Encourage purposeful reading

Have you tried spending the class budget allotment in such a way as to enable you to set up a classroom that stimulates children to read in natural situations?

A timely, frequently changed *bulletin board* serves to keep children informed about class, school, and community events.

An attractive class *library center* is a must. Here all children, regardless of level of reading achievement, should be able to find newspapers, children's magazines, and books that they can read with ease both for fun and for needed information.

An *anthology* of favorite poems collected by the children and artistically arranged in a box or book invites them to read these favorites again and again even to the extent of memorizing some of them. Children's own stories, when carefully written so that others can read them with ease, become another source of reading material. The use of books or cards containing crossword puzzles helps to increase power with words.

A *science center* that encourages children to find out and to experiment contains basic materials needed to carry on experiments suggested in a box of cards headed "Prove It Yourself." Here children learn not only to read and follow directions but to think critically about what they are doing.

In sections of the room where *creative activities* are carried on in painting, clay modeling, etc., statements to guide behavior are posted to be read by children such as "What to Do Before You Begin" and "What to Do When You Finish." For instance, in a center marked "Things to Make," all kinds of felt materials, pins, buttons, clips and the like may be made available to encourage children to use their ingenuity in making things. Printed directions are intended to guide habits of work but not to curtail creative endeavor.

In a *game center* where games not only are provided but changed from time to time, children are faced with the need to read in order to play them.

In a *publication center* where children reproduce written materials by means of carbon paper, the hectograph or a small printing press, they have an occasion to read critically and to proofread materials produced before distributing them to others to be read.

II. Take inventory

Now that more and more responsibility falls on the teacher for finding out what to teach children, how can we determine quickly where to begin reading instruction? An informal oral inventory test is a great help during the time that children are learning the mechanics of reading. Here is a plan for administering it. Set aside an hour daily for a week early in the term to have each child read individually to you as other members of the class work on independent activities. Make a collection of graded reading materials selected from those which you will use in teaching children to read. You may have four or five books ranging from very easy to very hard. If you use basal texts for instance, include preprimers through the fourth reader. Select one hundred words in each book. Start each child reading from the book which you would judge from past records he should be able to read. Try him on higher or lower level books as necessary until you find the book that he reads with no more than five errors per hundred words. Note the types of reading and speech errors made by each child. Check on meaning derived from the reading by asking four good thought questions on each selection. Summarize all results for the class. Organize instruction around needs revealed in this survey.

III. Keep the groups working

"How can I keep the children of the class profitably occupied while I work with one group?" says the busy teacher. Perhaps these suggestions will help:

Begin group work in reading only after you have helped children to work at activities they can carry on independently. These may involve reading or may be non-reading activities such as clay modeling, painting and the like. Be sure that all children can do some tasks however easy, without your help. Develop standards for working quietly and be generous in approval of those who meet these standards.

Vary checking procedures on these independent activities. Check some outcomes immediately. Have some reported at the next meeting of the group. Some may be shared later with the class as a whole.

Make sure that the physical set up of the

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PRACTICAL HELPS IN READING FOR SECONDARY SCHOOL TEACHERS

By Regina Heavey
Reading Director
Overbrook High School, Philadelphia

Secondary school teachers frequently protest that their pupils cannot read the textbook. They are right, of course. Some, or perhaps many of their pupils cannot read. That is, they cannot read the standard 9A or 10A biology. Those of us who have experimented, however, have found that slow learners and pupils of limited reading ability can and will read efficiently when given texts that parallel their instructional reading level.

For the present, to a large extent, such texts must be selected from among publications intended for elementary schools. They can be supplemented by simply written commercial pamphlets and pupil-made texts.

The use of such material is possible only if the secondary teacher can accept *dispassionately* the existence of a wide range of reading abilities and disabilities among her pupils. That means, then, that every secondary teacher who places a textbook in the hands of a pupil should know what an elementary teacher knows under similar circumstances. She should know whether or not the pupil has sufficient mastery of reading skills to learn from the text. That may seem like a large order, and indeed it is. The elementary teacher has one class; the secondary teacher usually has five. Yet if such a practice is used as a basic principle of instruction at the secondary level, it pays dividends. It increases the achievement of pupil and teacher and lessens the frustration and failure of both.

Screening Is Necessary

Differentiated instruction at secondary level requires, as it does at any level, a screening program of some kind. This does not mean that a complicated testing program that consumes time and money need be instituted. To make an initial identification of needs, a secondary school can make use of whatever data are available on the records of incoming pupils. After the term begins, a group screening, such as the Gates Reading Survey for Grades 3-10, can be administered and necessary reclassifications made.

Some kind of grouping is essential to differentiated instruction at secondary level. Course selection provides, to a degree only, a rough classification. It does not necessarily identify and provide for intelligent, academic pupils who have reading problems nor for intelligent, non-academic pupils who do not have them. In a school in which the vocational and educational guidance is good, nevertheless, course selection provides a fairly reliable index to reading ability. It is least reliable, perhaps, for the non-academic pupils. Yet it is within this group, unfortunately, that the slow learners and retarded readers are most likely to present instructional problems.

Experimentation in Texts

Through experimentation at Overbrook High School, we have found that the needs of slow learners and seriously retarded readers are best met in subjects such as English and history by providing special classes, curricula and texts for them. In commercial geography we are experimenting with texts that have a wide range of reading levels. Even among the texts used in the sub-standard, non-academic English and history classes, there is some range and considerable variety. This is in recognition of the facts that absolute homogeneity is impossible and that, if there is to be growth, there must be challenge.

All the books in use in these classes have first been tried out experimentally. It is a good practice to supplement the publisher's information about the title by careful examination and practical teacher and pupil reaction to it. We have saved ourselves money and mistakes at Overbrook High School by experimenting with two or three copies of a title in the classroom before buying it in larger numbers. It is not always advisable, either, to order from lists. A title that is acceptable in one school community or instructional situation may or may not be acceptable or appropriate in another.

In selecting textbooks for slow learners or retarded readers at secondary level, a consideration of the following criteria is suggested:

1. Is the content *mature*, but written at a low reading level?
2. Is the book *well organized* so that the information is *readily available*? (Look for headings, sub-headings, topic sentences and captions.)
3. Are the illustrations *abundant* and do they *elucidate* the text? (Avoid texts with pictures of children of elementary school age.)
4. Without appearing babyish, does the text

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ELEMENTARY SCHOOLS (Continued)

room contributes to effective group work:

Have a place for essential materials within reach of the children.

Organize materials functionally.

Provide for physical separation between groups when possible by means of a screen, row of empty desks, bookshelves and the like.

Work first in a concentrated way with a group of the more advanced children in reading.

Plan to meet certain groups one day and other groups the next day if time will not permit you to meet each group every day.

Show the sequences of activities that each group might follow. Do this through blackboard memoranda charts or other means to start groups working and to remind children who are forgetful or less resourceful.

IV. Pay attention to place concepts.

London is a game city, bridge, or country. Here is a test question that many children in grades three to six missed after reading an article about the Olympic games in London. Further investigation showed that such place concepts as Philadelphia, Japan, and Paris were equally difficult for them when presented in the usual written accounts of events. Therefore, when content is read that involves places other than those which children have lived in or visited, reference to a map or globe helps to clarify meaning. Encourage children to find the place on the map and to see where it is in relation to where they live.

V. Set the stage for critical reading in all types of reading experiences.

How about promoting critical reading by providing reading materials that are different on a given topic and by encouraging children to recognize these differences? Two recipes for finger paint, apple sauce, or fudge vary in ingredients, quantities required or methods of procedure given. Which do you prefer to keep in the file after each has been tried out? Would you make even another variation? (reading to follow directions) Various versions of folk stories are different. Which shall be used in putting on a puppet show? (literary type or appreciation reading) Editorials in newspaper written by two different people on the same topic represent opposite points of view. Who is right? (reading to consider opinions of others) Two newspapers record news of a given event in different ways. What variations are apparent? (reading to find information)

SECONDARY SCHOOLS (Continued)

look easy enough to inspire each pupil's confidence in his ability to use it?

5. Does the text provide opportunity for a genuine learning experience?

Texts Meeting These Criteria

Below are listed some textbooks, designed for elementary school use, that meet the above criteria. It must be remembered, however, that their publishers have not designed nor intended them for use at the secondary school level. No quarrel, then, should be made with their limitations as secondary textbooks. They should be used, of course, only with pupils who cannot profit from more difficult or challenging textbooks.

Baker, Cavanah and Webb, *Our New Nation* Row, Peterson, 1948.

Baker, Cavanah and Webb, *Our New Land* Row, Peterson, 1948.

Barker, Alsager and Webb, *The Story of Our Country*. Row, Peterson, 1948.

Bleeker, Sonia, *Indians of the Longhouse*. Wm. Morrow, 1950.

Kelty, Mary G., *The Story of Life in America*. Ginn, 1946.

McGuire, Edna, *America Then and Now*. Macmillan, 1946.

McGuire, Edna, *They Made America Great*. Macmillan, 1950.

Reynolds, Horn, Mezell, *Short Stories of Famous Men*. Noble and Noble, 1946.

Thomas and Kelty, *Heroes, Heroines and Holidays*. Ginn, 1947.

Townsend, Herbert, *Our America*. Allyn and Bacon, 1944.

Wanamaker, Pearl A., *Short Stories of Famous Women*. Noble and Noble, 1949.

Selsam, Millicent E., *Play With Trees* Wm. Morrow, 1950.

Webb, Addison, *Song of the Seasons* Wm. Morrow, 1950.

Webber, Irma E., *Bits That Grow Big*. Wm. R. Scott, 1949.

Zim, Herbert S., *Frogs and Toads* Wm. Morrow, 1950.

Zim, Herbert S., *Homing Pigeons* Wm. Morrow, 1949.

Zim, Herbert S., *Snakes*. Wm. Morrow, 1949.

Whipple and James, *Using Our Earth* Macmillan, 1947.

Whipple and James, *Living on Our Earth* Macmillan, 1948.

Whipple and James, *At Home on Our Earth*. Macmillan, 1948.

Whipple, Gertrude, *Airplanes at Work*. Macmillan, 1944.

Johnson, Eleanor M., *Our America Series* Charles E. Merrill Co.

Geography Readers. Charles E. Merrill Co.

EXCELLENT STORY LIST

Stories To Tell and To Read Aloud is an invaluable reference for teachers. Prepared by Eulalie Steinmetz supervisor of storytelling in the N. Y. Public Library, it lists over 500 stories alphabetically by title with source. Order from New York Public Library, Fifth Ave. and 42nd St., New York City. 99 pp. 75¢.

NEW CLASSROOM AIDS

(Editor's Note: In each issue of the *I. C. I. R. I. Bulletin* a listing will be made of new classroom aids in the teaching of reading. Because of the extensive listing in the October *Bulletin*, there are few new titles to add this time. These are listed by publisher to facilitate reference.)

MACMILLAN

Tales from Here and There. Edited by W. W. Theisen and Guy L. Bond. 566 pp. 1950. Anthology of legends, animal stories, ballads, heroic tales, and nonsense stories. Illustrated. Suggestions of things to talk about and things to do follow each selection. Price \$2.28.

Islands of the Western Pacific by Winifred Lewis. 312 pp. 1950. Third in the Around the World Series of Geography readers. Illustrated chiefly with photographs.

ROW, PETERSON

The New Wishing Well by Selma Coughlin and Mabel O'Donnell. 128 pp. 1950. (Revised primer.) In the Alice and Jerry Series. Full color illustration.

The New Anything Can Happen by Mary G. Phillips and Mabel O'Donnell. 192 pp. 1950. Revised first reader in the Alice and Jerry Series. Full color.

The New Neighbors on the Hill by Marjorie Flack and Mabel O'Donnell. 192 pp. 1950. Revised second reader in the Alice and Jerry Series. Full color.

The New Five-and-a-Half Club by Margery Eianco and Mabel O'Donnell. 256 pp. 1950. Revised third reader in the Alice and Jerry Series. Full color.

WORD GAMES THAT ARE FUN AND GOOD PRACTICE

Many teachers have combined fun and good practice through word games.

Wordo is a popular game which gives excellent practice in quick recognition of words.

You will need a large card (6 x 8 inches) for each child in the reading group. Draw four horizontal and four vertical lines to make 25 equal sections on each card.

Type or print a word in each section except the center which should be marked "Wordo" or "Free Center." The same words should be on each large card, but in different order.

Make a small card for each word. Prepare wooden counters or small circles of colored paper for children to cover words on their *Wordo* cards.

The leader holds the small cards on which words have been typed. As the leader reads a word each player tries to find it on his *Wordo* card and then cover it with a counter. The one who first covers five words in a line horizontally vertically or diagonally wins the game. He calls out "Wordo" and then reads the words as a final check.

Change Over gives practice in word analysis, initial consonants and blends, and endings.

Make 2 x 3 cards of oak tag. On each card print a word from such rhyming series as these

hat	shell	will	all	sing	look
cat	well	spill	tall	wing	book
rat	fell	fill	wall	swing	brook
sat	tell	bill	ball	bring	shock

Also make four cards, each printed with the words "Change Over."

Deal out five cards to each player. Put the rest of the pack in the middle. The child to the left of the dealer plays any card, naming it. The next player must play a card that rhymes with the first card or that begins with the same letter. He reads the word as he plays it.

For example, if *look* has been played, the next player might play *book* which rhymes with *look*, or *land* which begins with the same letter.

If one player cannot play he may draw from the pack until he can play. If he has the card

Continued on next page

WORD GAMES (Continued)

"Change Over," he can play that and name the word to be played on it.

The first person out of cards is the winner of the game.

Fish can be modified to give excellent practice in word recognition. It can be played with two or more children.

Select a list of words for drill. Print each word on two cards, making two identical sets of cards. Shuffle the sets together, and deal five cards to each player. Place the rest in the center, face down.

The object is to get as many pairs of matching cards as possible. The player on the dealer's left starts by asking any child he wishes for a card that matches one in his hand. For example, he may hold the card *there* and ask someone for *there*. If the child asked has the word, he gives it to the first player who puts down his matching pair. This player continues to ask for words until he is unsuccessful.

When a child does not have the word asked for, he says "Fish." The first player then takes the top card from the pack.

The game continues until the whole pack has been taken. The child with the most paired cards is the winner.

Slap Jack can also be made into a word game. Make a pack of cards, each having a word that causes difficulty such as *though*, *through*, *thought*, etc. Four cards should have identical words. These are the "slap cards." Before they begin, players are told the words on the "slap cards."

Cards are dealt to the players and kept face down. One by one each player lays a card in the center and pronounces the word on that card. When a "slap card" is turned up, each player tries to be the first to slap his hand down on it and the pool of cards collecting in the center. The first one to cover the cards and say "Slap Through," adds the pool to his own pack. The one who accumulates the most cards wins.

The Alphabet Game is a good one to increase familiarity with initial sounds and blends and to improve spelling.

Make a set of cards on which are printed all the letters of the alphabet, one letter to a card. Make three or four cards for each vowel. Also make one or two cards for each of the initial blends such as *bl*, *gl*, *br*, *tr*, *sh*, etc.

Two or more people may play. The cards are placed in a pile face down on the table. The players take turns selecting a card and naming a word which begins with that letter or blend. If he cannot name a word in a reasonably short

time, he must put the card on the bottom of the pack.

When all the cards are picked up, each player tries to spell as many words as he can with the cards he has collected.

The winner is the one who has the greatest number of cards and words combined. To score, give one point for each card collected and five for each word spelled out. A card can be used only once in spelling.

RECENT RESEARCH (Continued)

pupils "to test the general hypothesis that level of written composition is indicative of the general intellectual ability of the writer." The results showed a significant difference between the level of expression and the understanding level of a given individual. The evidence also revealed that "the structural elements of composition, in and of themselves, are not related significantly to measures of verbal intelligence or general intelligence when educational level is held constant."

Remedial Reading

The value of remedial reading classes for retarded high school freshmen is indicated in the study made by Davis (1), who shows the relative effectiveness of remedial reading instruction for high school students with low reading ability.

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THE MATURE READER (Continued)

and neighborhood, there may be ideas foreign to a particular first-grade group.

For example, in one first-grade class in California the teacher found that five out of six in the class had never seen a fireplace. The typical social studies text used in the fifth grade, or science used in the tenth grade, contains literally hundreds of difficult generalizations. Some of these new concepts are made clear to the child by careful writing and pertinent illustration. But many others must be discussed by the group, viewed in pictures, or described by a child who has had a special opportunity to experience them. Tasting, feeling, lifting, mixing, constructing all may help clarify ideas in print.

Not all the children of a first grade had tasted honey, but when one little girl had shared some with them, they were able to enjoy and understand the experience chart which read

Susan brought some honey
to school
We will eat it on toast.
M-m-m-m-m-m-m.

The teacher's chief task in developing understanding usually comes in the preparatory stages of reading activity. Understanding a paragraph or story always comes in the doing, in the actual reading using context clues, typographical aids, the dictionary, and discussion of ideas.

But the teacher's most important role in developing the understanding reader is usually in the *readiness* phase of reading activity. As the teacher can introduce key concepts contained in the materials and, with the help of the children, make these live for the members of the group, the children are well on their way to becoming understanding readers.

II. The Mature Reader Is The Independent Reader

Child psychologists tell us that one of the hardest tasks of parenthood is that of "psychological weaning." Much as they love their children and desire to protect them, parents must increasingly encourage children to grow away from the home base to find the center of

their lives in their friends and activities of their peer-group.

So with reading. Children go through several stages in developing independence. In the first stage, they listen to stories read by parents or other older persons. In the second stage, they master certain basic reading habits and skills under the direct guidance of the teacher. In the third stage, they read independently certain easy books and are in the process of acquiring a knowledge of the use of the dictionary, the encyclopedia and other references. In the fourth stage, they enjoy and use books independently and can utilize the varied resources of a modern library to get the information they need.

At any one age level, children are at different stages of their independence in reading. Obviously no group of eight-year-olds will be completely independent readers but, just as surely, not every member of a twelve-year group will have acquired independence in selecting materials, attacking new words and using printed materials to expedite a given task.

As we have suggested in the introduction, the teacher's task is to take the child at the level of independence which he has attained, and to help him move forward toward the goal of mature reading as independent reading.

III. The Mature Reader Is The Versatile Reader

Some research studies have shown that children in the upper elementary grades read everything or nearly everything at the same speed and in the same way. They have habituated their reading activities at a fixed level.

Such pupils are immature readers. They are handicapped in many ways if they read the newspapers or go through light fiction in the same painstaking way they concentrate on their science books or Scout Manuals. Conversely some children who always skip over materials lightly, with superficial comprehension, are handicapped in work which demands exact, detailed reading.

The mature reader is versatile both in speed and in the types of comprehension he uses. He has learned, or is in the process of learning, that some reading is best done at the rate of speaking about 125 to 150 words a minute. If he is in the high third grade or beyond, he may have learned that much reading can be done at a faster rate. If he wants to survey the principal events recorded in the daily newspaper, discover an author's point of view or main idea, or read easy materials for recreation or escape, he can profitably go three or four times as fast as he does

Continued on next page

THE MATURE READER (Continued)

in detailed work-type reading.

With the wide range of printed materials available today and with the varied reading tasks of a modern school program, no child can afford to plod along at this reading always in the same old way. No teacher can fail to emphasize varying speeds of reading in terms of purposes set up by the group.

Since many standardized reading tests do not distinguish between the rapid, careless reader and the careful, exact reader, every teacher must also observe reading behavior in the classroom. Does Bill read the easy horse story at the same speed he reads the science text? Can Judy skim a selection for a few facts and also read it closely to give its main ideas with sub-headings under them? Can Wilfred skim through a chapter rather quickly and then go back over it more closely to evaluate the point of view of the author or the actions of the characters? Observation of such facts helps the teacher in planning aid for growth in versatility as related to speed of reading.

The development of versatile reading habits is slow, but it is one of the most important aims of the teacher of reading in the intermediate grades. Since the complete art of versatile reading is a subtle and complex one, junior and senior high school teachers also have a place in developing this phase of maturity in reading.

IV. The Mature Reader Is The Enthusiastic Reader

Reading with understanding, independence and versatility availeth little if a person seldom reads.

Some school programs are so loaded down with details of word analysis activities, work type exercises, and answering teachers' questions that children seldom get around to the *fun* of reading. In their busy lives, children and teachers themselves often feel they must always be reading *for* something. Even when a teacher is reading a current best-seller, it may be not so much for simple pleasure as for keeping up with the well-read Joneses on the school staff or down the block. But the mature reader is one who turns to books and magazines for relaxation and sheer pleasure.

Perhaps only in childhood can one identify himself completely with the hero or heroine in a story. One must be young to feel that he himself is slaying the lion or scoring for the team with ten seconds left to play. Let us, then, in planning children's development toward mature read-

ing, give a large place to the recreation and escape phases of reading. Having fun now is important for its own sake and it means continued interest in reading.

The test of a teacher's success in reading is not so much the children's scores on reading tests as the way pupils use printed materials. Do they turn to the book corner in the classroom when they have free time? Do they use the library regularly? Do they report on something read with genuine enthusiasm?

The teacher who is helping build permanent interests in reading is accomplishing the highest aim of the reading program. The enthusiastic reader is the mature reader, for he is the person who will continue to give reading a large place throughout his life-time.

WELCOME TO LOCAL COUNCIL NO. 3

Those hardy warriors of the historic valley of the Mohawk have done it again! From the heart of the Iroquois hunting grounds has come an application for that big number 3 in our Council of Chiefs.* The braves of Utica, N.Y. and its environs are on the warpath in search of a better means of teaching the papoose the art of sign language.

Welcome to The Mohawk Valley Council. We are delighted that you have organized. May your Council fires burn brightly as the Great Spirit smiles upon your plans to spread the wisdom of your nation.

But mind you well the teachings of the great Hiawatha to be diligent in your task. For from the south come rumblings of others who are also in search of truth. From Long Island (Valley Stream, N.Y.) from the southland (Mississippi Southern College) and from the Land of the Setting Sun (Pacific University, Forest Grove, Oregon), we have received birch-bark messages for help. Yet none of these can claim the place you have attained as Council group No. 3 in our lodge.

Congratulations and good hunting in our valley!

Roy A. Kress, Jr.
Executive Secretary I.C.I.R.I.

*Local Council No. 3: Mohawk Valley Council,
Care of Ralph C. Staiger, Utica Public Schools,
Utica 2, N.Y.

For information about forming a local council, write to Roy A. Kress, Jr., Executive Secretary of the I.C.I.R.I., Reading Clinic, Temple University, Philadelphia 22, Pa. See Coupon, page 16.

NEWS FROM TORONTO COUNCIL

From the Toronto Council comes news of an enthusiastic group of 695 members. In fact, the membership is so large, that division into smaller, more homogeneous, groups is being considered.

On October 30, Dr. Davis Russell of the University of California was the guest speaker of the Toronto Council.

The November meeting was given over to demonstration lessons. Ten observers were admitted to a class. Discussion followed the demonstration lessons.

Miss Gwen Horsman, Supervisor of Language Education in Detroit, spoke to the group on December 4. Her topic was "Meeting Reading Needs in Grades 7, 8, 9, and 10."

TEMPLE READING INSTITUTE

"Systematic Instruction in Reading" will be the theme of the Eighth Annual Reading Institute at Temple University this year. The dates are January 29 to February 2.

The Institute Faculty will be headed by Pearl Buck. In addition, it will include Grace L. Alder, J. L. Cooper, Dr. Leslie Cushman, Dr. Ernest Horn, Marjorie Seddon Johnson, Dr. Lester N. Myer, Dr. J. Conrad Seegers, Carolyn M. Welch and others.

The program will include demonstrations and laboratory sessions. For further information, write Dr. E. A. Betts, Director Reading Clinic, Temple University, Philadelphia 22, Penna.

BOOKS AND PAMPHLETS OF NOTE

Every week printing presses are turning out books and pamphlets of interest to the alert teacher. Many of these bear directly on teaching of the language arts. Below are notes on several of these.

Your Child's Speech and How to Improve It by Amy Bishop Chapin and Ruth Lundin. Press of Western University, Cleveland, Ohio. 1949. 32 pp. 75c.

This highly readable booklet gives practical suggestions for analyzing speech difficulties and for making corrections at school and at home. Interesting games and exercises are given for speech correction.

How to Get the Most Out of Your Newspaper. Published by the New York Herald Tribune, New York City. 1949. 40 pp. No price listed.

How to read a newspaper involves many kinds of reading for varied types of materials in a newspaper. This booklet gives good suggestions for reading, learning, and evaluating what is read.

Prejudice in Textbooks by Maxwell S. Stewart. Published by the Public Affairs Committee, 22 E. 38 St., New York 16, N.Y. 1950. 32 pp. 20c.

This gives a careful analysis of textbook materials as well as guidance in the selection and use of materials.

The Packet is D.C. Heath's free service bulletin for elementary school teachers. Publication Office *The Packet*, 285 Columbus Ave., Boston 16, Mass.

This little magazine always contains timely articles that are thought provoking and helpful. Many bear on the language arts, particularly the teaching of reading.

How and Where to Use Classroom Magazines in Your School. Published by Young America Magazines, Silver Spring, Md. 1950. 22 pp. Free on request.

This booklet discusses ways to use a classroom magazine to develop reading skills and to prepare pupils for citizenship. Many practical suggestions on differentiation in reading, picture reading, recreational reading, using maps, creative expression, etc.

MAGAZINE AND BOOK LISTS

From the Child Study Association have come two valuable lists that will be helpful to teachers and parents. Both list titles selected by the Children's Book Committee of the Association. Lists can be obtained from the Child Study Association of America, 132 E. 74 St., New York 21, N.Y. Prices are given below.

Magazines for Children and Young People. Revised, 1949. 6 pp. Mimeographed. 20c.

Magazines are grouped by age and interest. Careful evaluations of the various titles.

Books for the Year for Children. 1949. 28 pp. Printed. 25c.

Books are grouped by age with a few designated as "of outstanding quality" and some as "books which illuminate today's world for children." Preference has been given where possible to inexpensive books which offer good value to young readers.

Roy A. Kress, Jr.
Exec. Secty. I.C.I.R.I.
Reading Clinic
Temple University
Philadelphia 22, Pa.

☐ I enclose \$2.00 for my dues as a Member at Large of the International Council for the Improvement of Reading Instruction.

☐ I enclose \$2.00 for the charter fee for a local Council of the I.C.I.R.I.

☐ Please send information about forming a local Council of the I.C.I.R.I.

Name

Local Council

Street

City Zone

State

FILL OUT THE COUPON above and receive the January issue of the I.C.I.R.I. Bulletin as a Member at-Large. Better still, get four others to form a local Council with you. Keep in touch with I.C.I.R.I. Headquarters.

ANNUAL MEETING IN ATLANTIC CITY

The annual meeting of the International Council for the Improvement of Reading Instruction will be held during the conference of the American Association of School Administrators.

Date: Tuesday, February 20, 1951

Time: 2:30 to 4:30 p.m.

Place: 22 Club, Ambassador Hotel

The topic for the afternoon's discussion will be *Developing Comprehension*, the theme chosen for the year by the Program Committee.

Dr. Gerald A. Yoakam, President of the I.C.I.R.I. and Professor of Education at the University of Pittsburgh, will be the principal speaker. His address will be followed by a panel discussion of the same topic.

Dr. Ernest Horn of the University of Iowa will chair the panel. Members of the panel will include Dr. Emmett A. Betts of Temple University, Miss Grace Alder of the Maryland State Department of Education, and Mr. H. Alan Robinson of Valley Stream High School, Valley Stream, N.Y.

The Vice-President of the I.C.I.R.I., Dr. Albert Harris of the City College of New York, will introduce the speakers of the afternoon.

All who are interested in the improvement of reading instruction are invited to attend the February 20 meeting.

Members of the I.C.I.R.I. are urged to bring prospective members and those interested in forming Local Councils.